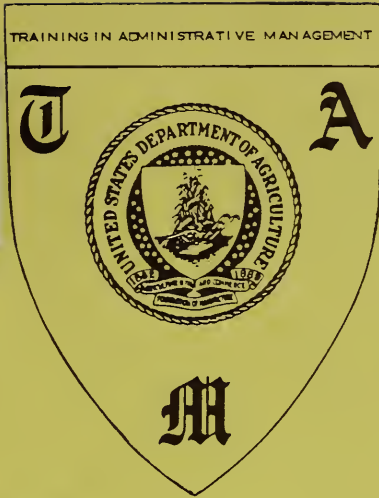


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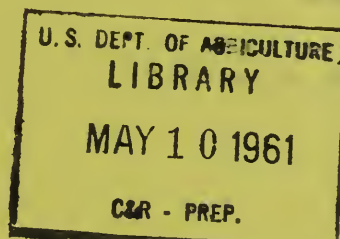


✓
USDA

LEADERSHIP DEVELOPMENT Institute,

✓ ✓ ✓ ✓
MARCH 16 - 27, 1959

at the
University of Georgia



CENTER FOR CONTINUING EDUCATION

Athens, Georgia



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INSTITUTE LEADERS MAKE PLANS

Left to right - Eugene J. Peterson, a member of the USDA Management Improvement Committee; Edmund N. Fulker, Executive Secretary, USDA Management Improvement Committee; Ernest C. Betts, Jr., Director of Personnel, USDA, and Co-Chairman of the Management Improvement Committee, USDA; Cecil W. Chapman, Local Manager of the Institute; Dr. Hugh Masters, Director, University of Georgia Center for Continuing Education.

FORWARD

This is a summary report of the TAM Institute held at Athens, Georgia, March 16 - 26, 1959. It was planned, written, edited and published as part of the training. The report was completed and distributed to each participant on the last day of the Institute.

Under the circumstances in which this report was published, it is very likely that clerical, typographical and related errors are present.

We hope that we have faithfully captured at least the essence of what our guest speakers intended for us. If we have failed, we beg their indulgence.

We all realize that good administrative management is of the utmost importance for the efficient and economic operation of department programs, if we are to keep pace with the constant and complex changes in present day agriculture. This can be accomplished to a great extent through training in leadership, a good example of which, we believe, is the TAM Institute described in this summary.

The problems involved in maintaining a high level of efficient service throughout the Department of Agriculture, present a challenge which we gladly accept, knowing full well the responsibility we share in the future of our country and our allies. Through the cooperation and determination of sound policy by competent leaders, these problems can and will be solved.

All who participated in this program had the opportunity to hear and discuss the various phases of management with outstanding authorities from universities, business and government. As a result, a clearer understanding of department programs was attained and interest was stimulated in the field

of creative thinking and planning.

We sincerely appreciate the honor and privilege of being selected to attend this sixth TAM Institute which has given us the opportunity to learn more about the theory, principles and practices of management. It has also provided some of the requirements of self-development as well as the necessary tools for conducting local TAM workshops, which will contribute to the growth and development of other personnel. In this we are limited only by our own degree of determination to continue the beneficial work of this Institute.

Our job does not end here, but will continue through a constant effort to improve ourselves and others for the mutual benefit of all.

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ACKNOWLEDGEMENTS

Those of us selected to participate in the 6th USDA TAM Institute wish to express our sincere appreciation to all who played a part in planning and organizing the Institute.

Our special thanks go to the members of the TAM Work Group appointed by the USDA Management Improvement Committee, whose members are:

Ernest C. Betts, Jr.	Pers.	Co-Chairman
Joseph P. Loftus	OAM	Co-Chairman
William C. Laxton	AMS	Director, Personnel
John P. Haughey	CSS	Director, Personnel Management
Eugene J. Peterson	SCS	Chief, Safety & Training
Robert L. Stockment	ARS	Chief, Employee Development & Safety
Jack C. Kern	FS	Training Officer
Edward H. Steinberg	FHA	Staff Assistant
Edmund N. Fulker	Pers.	Executive Secretary

Our appreciation is extended to the staff of the Georgia Center for Continuing Education and their very able and gracious host and program coordinator, Mr. Jack Caldwell.

We feel it would be amiss not to single out for a particular vote of thanks Mr. Edmund N. Fulker, who gave direction and guidance to our efforts, and Mr. Cecil W. Chapman, State Conservationist, Soil Conservation Service, and his staff, Athens, Georgia. Mr. Chapman in his role as local manager arranged for the fine accommodations, and provided for the many services which contributed in such large measure to the success of the Institute.

It goes almost without saying that we are indebted to all of our speakers who gave of their time and effort to share with us their experience in this broad and important field of management.

CHARTER FOR TAM PROGRAM

The USDA Training in Administrative Management (TAM) Program was originally planned, organized, and carried out under the direction of the Secretary's Committee on Administrative Management. On January 7, 1957, the Secretary issued Memorandum No. 1410 establishing the USDA Management Improvement Committee. On May 1, 1957, this committee approved continuation of the TAM Program. Two TAM Leadership Institutes were approved to be held between July 1, 1957, and July 1, 1958. On May 13, 1957, over the signature of the Administrative Assistant Secretary, the TAM Work Group was established and given the responsibility for planning, organizing, and conducting these TAM Leadership Institutes. These were held in Kansas City, October 28 - November 8, 1957, and in Minneapolis, Minnesota, February 24 - March 7, 1958. Following these on July 1, 1958, the Management Improvement Committee approved four more Institutes to be held within the succeeding 12-15 month period. In January and February 1959, the first Institute of the current series was held in Santa Barbara, California, making a total of five Institutes held to date. The USDA Management Improvement Committee and the TAM Work Group hope that graduates of these Institutes working with graduates of previous Institutes will continue to give the leadership necessary to plan, organize, and carry out local TAM workshops and give leadership to other management development activities throughout the Department both within their own agencies and across agency lines.

PROGRAM

TAM (TRAINING IN ADMINISTRATIVE MANAGEMENT)
LEADERSHIP INSTITUTE
CENTER FOR CONTINUING EDUCATION
UNIVERSITY OF GEORGIA
ATHENS, GEORGIA
MARCH 16-26, 1959

First Week

Monday, March 16, 1959
8:00 - 12:00 A. M.

<u>Subject</u>	<u>Discussion Leaders</u>
Welcome	Calvin C. Murray Dean and Coordinator College of Agriculture University of Georgia
Objectives and Plans of Institute	Edmund N. Fulker Office of Personnel, USDA Washington, D. C.
Institute Plans (cont'd) and Assignments	Edmund N. Fulker Office of Personnel, USDA Washington, D. C.

1:00 - 4:30 P. M.

Work-Group Projects "Oral Descriptions of USDA Agencies"	All Participants
Work-Group Projects "Introducing Speakers" "Summarizing Talks"	All Participants

Tuesday, March 17, 1959
8:00 - 12:00 A. M.

Breakfast Meeting "Self Development"	Dr. Hugh Masters, Director University of Georgia Center for Continuing Education
---	--

Tuesday, March 17, 1959 (continued)

8:00 - 12:00 A. M.

Keynote Address:

"Looking Ahead in USDA"

Ernest C. Betts, Jr.

Director of Personnel, USDA
Washington, D. C.

1:00 - 5:30 P. M.

"Broader Understanding of USDA"

Ernest C. Betts, Jr.

Director of Personnel, USDA
Washington, D. C.

"Management for Tomorrow"

Earl Cocke, Jr.

Executive Vice President
Delta Airlines
Atlanta, Georgia

Wednesday, March 18, 1959

9:00 - 12:00 A. M.

"Fundamentals of Management"

Dr. William Collins, Jr.

Director, Institute of
Law and Government
University of Georgia

1:00 - 4:30 P. M.

"The Public and the Department"

R. Lyle Webster, Director
Office of Information, USDA
Washington, D. C.

Thursday, March 19, 1959

8:30 - 12:00 A. M.

Discussion 66 - "Selecting, Developing
and Retaining Tomorrow's Managers"

William M. Rima
Deputy Director, 5th CS Region
275 Peachtree Street, N.E.
Atlanta 3, Georgia

1:00 - 4:30 P. M.

Work-Group Projects

All Participants

Friday, March 20, 1959

8:30 - 12:00 A. M.

"Human Relations and Motivation"

Dr. Raymond Payne
Department of Psychology
University of Georgia

1:00 - 4:30 P. M.

"Pigor's Incident Process"

Malcolm H. Holliday, Jr.
Assistant Administrator
Operations, Farmers Home
Administration, USDA
Washington, D. C.

Saturday, March 21, 1959

Field Trip to a Watershed
North Fork of Broad River

Cecil W. Chapman
State Conservationist, SCS
Athens, Georgia

Second Week

Monday, March 23, 1959

8:30 - 12:00 A. M.

"Innovating & Creativity"

Dean James E. Gates
College of Business Administration
University of Georgia

1:00 - 4:30 P. M.

"Decision Making"

Joseph P. Loftus
Director, Office of Administrative
Management, USDA
Washington, D. C.

Tuesday, March 24, 1959

8:30 - 12:00 A. M.

"Communications"

William A. Thompson
Vice President, Personnel
Southern Bell Telephone Company
Atlanta, Georgia

1:00 - 4:30 P. M.

"Management Controls"

Charles L. Grant
Director of Finance & Budget Officer
USDA, Washington, D. C.

Wednesday, March 25, 1959

8:30 - 12:00 A. M.

"The General Manager"

Ralph S. Roberts
Administrative Asst. Secretary, USDA
Washington, D. C.

1:00 - 4:30 P. M.

Organizing Workshops
(a) Goals & Methods

Edmund N. Fulker
Office of Personnel, USDA
Washington, D. C.

(b) Getting Cooperation,
Support and Program Underway
(Problem Solving Discussion)

All Participants

Thursday, March 26, 1959

8:30 - 12:00 A. M.

"The Job Ahead"

J. K. Vessey
Regional Forester
U. S. Forest Service, USDA
Atlanta, Georgia

1:00 - 4:30 P. M.

Summary: Institute Evaluation and
Recommendations

Robert L. Stockment, Chief
Employee Development &
Safety Branch
Personnel Division, ARS, USDA
Beltsville, Maryland

Closing Comments and Certificates

Edmund N. Fulker

LIST OF AGENCY PARTICIPANTS

<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
SCS	Local Manager of the Institute: Cecil W. Chapman State Conservationist	Soil Conservation Service Old P. O. Building, Box 832 Athens, Georgia
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FS	<u>Allen J. Logan</u> Forester (Fire Control) Cooperative Fire Control Division S&PF	U. S. Forest Service 340 Peachtree-Seventh Building Atlanta 23, Georgia
CES	<u>Jerome H. Donaldson</u> Fiscal Officer	Cooperative Extension Service College of Agriculture University of Georgia Athens, Georgia

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AMS	<u>Carl O. Doescher</u> Asst. Statistician in Charge Agricultural Estimates Div.	Agricultural Marketing Service 319 Agricultural Extension Bldg. Athens, Georgia
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ARS	<u>Dr. Henry J. Osterholtz</u> Supervisory Veterinary Meat Inspector Meat Inspection Division	Agricultural Research Service Swift & Company Howell Mill Road, P.O. Box 1438 Atlanta 1, Georgia
ARS	<u>Dr. Guy W. Eberhardt</u> Supervisory Veterinary Meat Inspector Meat Inspection Division	Agricultural Research Service P. O. Box 665 Augusta, Georgia
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SCS	<u>Abner D. Searcy</u> Asst. State Conservationist	Soil Conservation Service P. O. Box 832 Athens, Georgia
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LOUISIANA

CSS	<u>George A. Trinchard, Jr.</u> Acting Assistant Chief Fiscal Division	Commodity Stabilization Service CSS Commodity Office, Wirth Bldg. 120 Marais St., New Orleans 16, La.
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CSS	<u>H. B. Mangum</u> Chief, ACP & CR Division	ASC State Office, USDA State College Station Raleigh, North Carolina
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<u>AGENCY</u>	<u>NAME AND POSITION</u>	<u>ADDRESS</u>
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ARS	<u>Dr. L. N. Miller</u> Asst. Vet. in Charge Animal Disease Eradication Division	Agricultural Research Service 548 U. S. Courthouse Nashville, Tennessee
SCS	<u>W. E. Albright</u> State Administrator	Soil Conservation Service 561 U.S. Courthouse Nashville, Tennessee
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FS	<u>*Clint Herrick</u> Training Officer Regional Forester's Staff	U. S. Forest Service 339 Peachtree St.-Seventh Bldg. Atlanta 23, Georgia

*Auditor



Row 1 - Helton, Joyner, Fulker, Chapman, Peterson, Fishback, Betts, Miller, Murray, Harris, Franklin, Earle, Albright; Row 2 - Donaldson, Hassell, Eberhardt, Roukema, Coleman, Trinchard, Osterholtz, Lane, Griffith, Boyles, Searcy, Littlehales, Mangum; Row 3 - Heys, Nicholls, Perry, Logan, Cox, Kearley, Myers, Shaddick, Doescher, Bullard, Mann, Herrick, Gerding.

INSTITUTE COMMITTEE ASSIGNMENTS

Advisory Steering Committee:

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Charles N. Kearley	SCS
William T. Shaddick	FHA
R. F. Bullard	FCIC
Clint Herrick	FS
William F. Griffeth	AMS
James D. Lane	ARS
Cecil C. Perry	AMS

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S. R. Heys	SCS
Fred W. Harris, Jr.	OGC
Ben A. Franklin	AMS
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Allen T. Murray	FHA
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Jerome H. Donaldson	CES
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Otto H. Coleman	ARS

Social and Recreation:

Abner D. Searcy	SCS
Allen J. Logan	FS
H. B. Mangum	ASC
Guy W. Eberhardt	ARS

SPEAKERS AND DISCUSSION LEADERS

<u>Speaker</u>	<u>Introducing Speaker and Leading Discussion</u>
Dean Calvin C. Murray	Cecil W. Chapman
Edmund N. Fulker	Cecil W. Chapman
Dr. Hugh Masters	A. T. Murray
Ernest C. Betts, Jr.	E. J. Peterson
Erle Cocke, Jr.	R. F. Bullard
Dr. William Collins, Jr.	F. N. Harris
R. Lyle Webster	Ben A. Franklin
William M. Rima	W. E. Albright
Dr. Raymond Payne	James D. Lane
Malcolm Holliday, Jr.	Otto Coleman
Dean James E. Gates	H. B. Mangum
Joseph Loftus	A. P. Hassell
William A. Thompson	Sam R. Heys, Jr.
Charles L. Grant	W. F. Griffeth
Asst. Sec. Ralph S. Roberts	C. N. Kearley
J. K. Vessey	J. L. Helton

WELCOME ADDRESS

By Dean Calvin C. Murray



Calvin Clyde Murray, Dean and Coordinator of the College of Agriculture, University of Georgia, Athens, Georgia, is a native of Oakboro, North Carolina. He obtained a BSA degree from North Carolina State College, an MS degree from the University of Georgia, and a Ph.D degree from Cornell University. Prior to his appointment as Dean and Coordinator of the College of Agriculture in 1950, he served in various agricultural positions. He is a member of a number of honorary and scholastic fraternities. He is a member of the Legislative Committee of the Experiment Station Committee on Organization and Policy of the Land Grant College Association, and Chairman of the State Rural Development Committee. Dean Murray was chosen by the Progressive Farmer Magazine as Georgia's Man of the Year in Service to Georgia Agriculture in 1957.

SUMMARY

By Ed Littlehales, FS

The University of Georgia is the oldest state chartered university in America. A land grant college, it has ten undergraduate schools and colleges plus the Graduate School.

Among significant functions of the college are research and service.

Research divides conveniently into general research, which is carried on principally in the Graduate School, and the research activities of the Agricultural Experiment Stations. Thirteen units comprise the Experiment Station System; three main stations, four branch stations, and the remainder are field units. The Colleges of Agriculture, Forestry and Veterinary Medicine all conduct research through, and as a part of, the Agricultural Experiment Station Program.

The Service functions of the institution are likewise varied. The Center for Continuing Adult Education conducts institutes and workshops similar in nature to this session. Off-Campus Centers exist throughout the State and short courses are offered on the Athens Campus using the facilities of the several colleges.

The College of Agriculture has an aggressive program of adjusting both undergraduate and graduate curriculum to meet the changing needs of

Georgia's agricultural situation. Although there has been a shift from a cash crop economy of cotton and tobacco to a diversified pattern with livestock and poultry as the leading income producers, the population on Georgia's 165,000 farms is still a major factor in the State's economy.

As in other colleges, the College of Agriculture is vitally interested in enrolling high calibre students. Agricultural men, as scientists, are rapidly gaining academic respectability.

This year, two-thirds of the candidates for the Masters Degree and one-third of the candidates for the Doctoral Degree are in the agricultural field. Graduate studies are being expanded.

An excellent pattern of cooperation exists with fellow workers in the federal agencies. It is in continuation of this relationship that the University welcomes you to this Center and offers its cooperation and best wishes for a successful TAM Leadership Institute.

INSTITUTE OBJECTIVES, PLANS AND ASSIGNMENTS

By Edmund N. Fulker



Ed Fulker, Office of Personnel, USDA, serves as Executive Secretary of the TAM Work Group, and directed the Santa Barbara and Athens Institute. He received his B.S. and M.S. degrees in psychology from Purdue University. Prior to joining the USDA two years ago, he was director of Air Force Reading Improvement Program and taught at Purdue for two years.

SUMMARY

By Forrest E. Myers, CES

RESPONSIBILITIES:

The Secretary's Management Improvement Committee has approved four Training in Administrative Management (TAM) Institutes. The TAM Work Group is to continue with responsibility for these institutes.

This is the 6th TAM Institute. Previous sessions were held in Denver, Atlanta, Kansas City, Minneapolis, and the first of the current series in Santa Barbara, California.

OBJECTIVES:

1. The TAM Institute (2 weeks)
 1. To improve management skills, knowledge, attitudes and practices.
 2. To develop broader understanding of the Department's programs, policies and agencies.
 3. To develop and train leaders to plan and conduct local or state workshops.
2. The TAM Workshop (1 week)
 1. To improve management skills, knowledge, attitudes and practices.
 2. To develop broader understanding of the Department's programs, policies, and agencies.

The unique function of a TAM Institute versus a TAM Workshop is to develop a nucleus of leaders who will plan and conduct workshops and promote other management development activities.

METHODS TO ACCOMPLISH OBJECTIVES:

1. Pre-Institute Learning

A questionnaire was completed by each conferee prior to the Institute. It was designed to stimulate thinking and reading by conference participants before arriving at the Institute. Results were analyzed to determine topics to be discussed at the Institute. Selected reading material was in conferee's hands three weeks prior to the Institute.

2. Activities of the Two-Week Institute

1. The TAM Work Group determined the topics to be discussed and selected speakers to present them.
2. Open periods in the schedule were reserved for special projects or discussions requested by the participants.

3. Post-Institute Follow-Through

1. Apply management principles on the job and set an example for associates.
2. Conduct TAM Workshops:
By gathering together with other Institute graduates, give leadership for the planning and conduct of TAM Workshops.

WHY INTEREST IN MANAGEMENT?

In the past 50 years, man has witnessed more change and progress than all the rest of man coming before him throughout the ages. While major changes have been made in the physical sciences and technology, relatively little progress has been made in our ability to work with and through people. Management, which has been described as "getting things done with and through people," is more important today than ever before because of our rapidly changing society. Changes will continue to occur at an accelerated rate.

WHAT'S AHEAD?

A well-planned program, committee assignments, work group projects, and a written assignment.

Develop a two-page outline for a State Workshop to include:

1. Objectives and methods.
2. Steps to get cooperation and support for the workshops.

HANDLING INTRODUCTIONS AND SUMMARIZING TALKS

By Eugene J. Peterson



Eugene J. Peterson is Chief, Safety and Training Branch, Personnel Management Division, SCS, Washington, D. C. He came with the U. S. Department of Agriculture in 1933 and served with the Soil Erosion Service, the predecessor of SCS; he served as Area Conservationist and Assistant State Conservationist; has been with SCS continuously, moving to Washington, D. C. in 1947; BS degree in Civil Engineering, University of Wisconsin; native of Illinois.

SUMMARY

By Fred W. Harris, Jr., OGC
Carl O. Doescher, AMS

The first TAM session was held around 1947 on a trial basis in Washington, D. C., was attended two hours a day for a period of six weeks. The speaker observed that each successive Institute showed marked improvement over the preceding one. He stated that the task of introducing speakers is important and that the only person who has an easy job introducing a speaker is the man who introduces the President of the United States, saying, "Ladies and Gentlemen, the President of the United States".

Mr. Peterson then divided the participants into small groups for them to study and suggest guides for persons who introduce speakers and summarize talks. After a general discussion led by Mr. Peterson, the following guides were recommended:

I INTRODUCING SPEAKERS

A. WHAT DOES THE INTRODUCER HAVE TO DO WITH THE SPEAKER BEFORE THE TIME TO SPEAK?

1. Meet the speaker at a designated place.
2. Check on accommodations (for family also if needed).
3. Furnish transportation if needed.
4. Arrange for meals, if appropriate.
5. Obtain name tag for speaker.
6. Arrange for necessary props.
7. Assure that rostrum is in order.
8. Know how to properly pronounce his name.
9. Become familiar with background.

10. Advise speaker of any particular characteristics of audience such as hostility, problems, etc.
11. Ascertain that speaker knows time allotted for speech and for subsequent discussion or question and answer period.
12. Make speaker feel he's a "VIP".

B. KEY POINTS FOR THE INTRODUCER TO OBSERVE IN DOING HIS JOB.

1. Speak clearly.
2. Be brief, 2 or 3 minutes, but not too brief.
3. Don't talk about yourself.
4. Don't read more than absolutely necessary.
5. Don't smoke while making introduction.
6. Give audience qualifications of speaker.
7. Pronounce speaker's name distinctly.
8. Don't say, "I give you Mr. So-and-So."
9. Don't use excessive humor.
10. Don't infringe on speaker's subject.
11. Don't eulogize, belittle or patronize speaker.
12. Give speaker's name last.
13. Remain standing until speaker reaches podium.
14. Start applause.

C. TECHNIQUES FOR HANDLING THE DISCUSSION OR QUESTION PERIOD.

a. The Buzz System.

Divide audience into groups of 5 or 6 persons each; take a short break; each group formulate several questions to be propounded to speaker

- b. General question and answer session, introducer should;
 1. Have knowledge of subject and speaker.
 2. Have questions "planted".
 3. Ask important, leading variety and discussion type questions.
 4. Keep questions on the subject.
 5. Ask only questions that are related to speech.
 6. Moderate rather than lead discussion.
 7. Encourage wide participation; discourage one person from asking too many questions.
 8. Repeat question if apparent question not understood or heard.
 9. Close discussion at proper time or sooner if questions lag too much or cease.

D. THANKING THE SPEAKER WHEN HE'S THROUGH REQUIRES THAT THE INTRODUCER:

- a. Listen carefully.
- b. Make mental or written notes of specific reasons why he can sincerely thank speaker, such as:
 1. Time and effort in organization and preparation of speech.
 2. Excellent delivery.
 3. Creativeness as evidenced by novel ideas.
 4. Forthright treatment of subject.
 5. Coverage of subject.
 6. Speaker's presence.
 7. Interesting.
 8. Informative.
 9. Entertaining.
 10. Original.
 11. Possible great sacrifice of valuable time.

II TECHNIQUES FOR SUMMARIZING TALKS

1. Give brief biographical sketch prior to summary.
(Obtain from introducer)
2. Use outline form as standard.
3. Make it brief.
4. Hit high spots of speech plus punch line.
5. Don't include humor.
6. Include pertinent questions and answers.
7. Bibliography, obtain names of reference materials from speaker.

SELF-DEVELOPMENT

By Doctor Hugh Masters



Dr. Masters is the director, Georgia Center for Continuing Education, University of Georgia. He was born in Leonard, Texas, on February 17, 1903. He received his B.S. Degree from North Texas State College, Denton, Texas; a Masters Degree from Teachers College Columbia University, New York; and a Doctorate from the University of Chicago. Dr. Masters has held positions prior to his present one as follows: Director, Division of Education, Kellogg Foundation, Battle Creek, Michigan; Principal, Demonstration School, North Texas State; Principal, Junior High School, Denton, Texas; Principal, Rural School, Cook County, Texas.

SUMMARY

By A. J. Logan, FS, and
C. C. Perry, AMS

Our rapidly changing world has made necessary a change in the old "chain" method of administration where "watered down" decisions were common when they finally reached the action level. Executives must make definite decisions and must either produce or else. His development is a continuous process throughout his life. This self-development process is a personal thing which must be planned by each individual. It is his responsibility to study and familiarize himself with the liberal arts and the humanities.

The old saying that an old dog can't be taught new tricks is not true. Individuals can no longer excuse themselves by claiming that they have no opportunity for further learning. We all have access now to books, periodicals, radio, television, etc. No big investment is needed. The main thing is that the individual must have the will to make a plan for self-development and then do something about it.

Creativity on the part of leaders is a great need. It is important that they be able to work with people without having to control them. The real control should be vested in the situation itself. The leader must be willing to systematically re-examine and make needed changes in policies, rules, and procedures to meet modern demands.

A study of vocations is necessary but additional studies in the liberal arts should also be emphasized.

Man is no longer a beast of burden, but has finally reached the point where he can live as a human being. By studying the great literary works of historians and others, he has progressed to the stage where he can use his accumulated wisdom in exercising good judgment, making predictions, and examining data as a basis for making decisions.

Recognizing the importance of the continuing education and self-development of adults, the University of Georgia will soon offer a series of courses to be known as the Liberal Studies Program for Adults. This program will be divided into six broad categories. They are:

1. The Nature of Man
2. The Political Life of Man
3. The Creative Life of Man
4. The Scientific Life of Man
5. The Social Life of Man
6. The Philosophical Life of Man

Each of these six subjects will be covered in thirteen weekly sessions. Plans call for the selection of 100 couples to attend each course. Six of the weekly sessions will be in residence at the Georgia Center for Continuing Education on alternate weekends. The remaining seven sessions will be handled through the medium of television. The question and discussion period will be handled by conference telephone arrangements between the Center and the homes of the participating couples.

In summary, Dr. Masters reiterated that one of the primary aims in self-development is to acquire the ability and willingness to make decisions. Ability grows out of our know how and study of the arts. Self-development is hard work and a great challenge to the individual.

In order for a self-development plan to work, there must be a systematic and deliberate program set up to fit each individual's needs. As a result of studies, some of his frustrations can be solved by an understanding of how similar problems were handled by man in other ages.

DISCUSSION

The discussion period indicated considerable interest in the subject as evidenced by the numerous questions asked. In addition to highlighting points already made, the discussion developed additional information as follows:

Dr. Masters expressed an opinion that television as an educational medium has tremendous possibilities. The tool is available and our job is to learn to effectively use it in our teaching programs.

He stated that due to the tremendous interference from other activities the completion of a self-development program is always difficult. It is therefore important to find someone possessing the same interest with whom he can study and exchange ideas.

Dr. Masters recommended periods of meditation; that we go into our offices at times, close the door, and do prayerful meditation in connection with our

1. Ideals
2. Plans
3. Aims

He asks what are the great values you believe in? It is how you apply these values that counts. He stated that we have responsibility to our community to learn something besides our jobs.

He said we must be vocal in what we believe and at least as well versed on these subjects as our enemies.

Dr. Masters said that in discharging responsibility for civic duties, the average time that should be contributed will vary with individual circumstances. Enough time, however, should be spent to become familiar with the problems and the difficulties confronting the various civic and community projects. In work of this kind, you not only give, but you learn.

LOOKING AHEAD IN USDA

By Ernest C. Betts, Jr.



Mr. Betts was born on a farm in Wisconsin. He was educated at Platteville (Wis.) State Teachers College and the Vernon County Normal School at Viroqua, Wisconsin. He entered Federal Service in 1939 and seventeen (17) of his twenty (20) years of service have been with the Department of Agriculture. Mr. Betts was appointed Director of Personnel for the Department in 1956. He is Co-Chairman of the TAM Work Group.

SUMMARY

By Charles N. Kearley, SCS
William T. Shaddick, FHA

Mr. Betts stated that the USDA hired you as a person for your total capacity. He emphasized that we are what we are as a result of our experiences. He encouraged off-hour activity in self improvement and service to the community.

We in agriculture can be justly proud of the accomplishments in agriculture in America. Hardly a year has gone by that American agriculture has not broken its production records. Even so, drastic changes are needed. We now have surplus production but in a relatively few years it is possible that we could have a shortage due to the anticipated increase in population. During the last five (5) years, we have seen American tax dollars increase from approximately one (1) billion dollars to more than seven (7) billion dollars to carry out agricultural programs.

We in USDA must gear our operations to keep abreast of the times. We cannot rest on past laurels.

American technology will meet the demands of the future by continuing with needed changes, the successful practices of the past through education, research and emphasis on the cooperative efforts of the Federal Government, the State, the local community, and the private citizens.

Our system of democracy is facing its most serious test. Each one of us must assume our responsibility for its future. Government today is the biggest influence on the lives of all of us. Its undertakings are vast. Government consumes, through taxes, more than one-fourth (1/4) of our gross national product.

Our greatness has come from the enterprise, inventiveness and ingenuity of our people acting in their private capacities. Bigness in government imposes additional responsibilities on each of us in government. Our big challenge is to develop ourselves to the maximum. We should promote the greatest efficiency and economy in our operations and programs as possible.

The Department is looking to you for leadership, vision, ingenuity, ideas, increased efficiency, greater economy and improved management. During this session, you have the opportunity for further self development. The Department looks to you to help develop others in the future. Your job is to continue to learn, to develop and keep a clear and open mind, and to help others to learn.

Herein lies the strength of our Department, our Government, our way of life. Our strength lies in people with cultivated minds, with ideas, working together for the mutual good.

A BROADER UNDERSTANDING OF THE U.S. DEPARTMENT OF AGRICULTURE

By Ernest C. Betts, Jr.

Introduced by E. J. Peterson

Summary prepared by W. F. Griffeth, AMS, and
W. L. Nicholls, FS

The speaker told of the beginning and history of the Department. The first appropriation was for \$1000 and was made in 1841, although the Commissioner of Patents had used \$1000 in 1839 to collect and distribute seeds. Further expansion came in 1862 when the Congress passed the Organic Act creating an agency headed by a Commissioner of Agriculture who was Isaac Newton. In 1889 under Grover Cleveland this agency gained full cabinet status with Jeremiah Rusk as the first Secretary. The Department had authority to make payments to states for research at Experiment Stations and to carry on animal disease eradication, etc. From that time until 1933 there was a steady growth, primarily in the fields of research and education, broadening into the fields of the social sciences, marketing and credit. During this period the Forest, Federal Extension and Inspection Services came into existence.

Emphasis on credit did not come about until the collapse of the agricultural economy in the early 1930's. Action programs were instituted to promote the general public welfare which resulted in the establishment of the PWA, ERA, AAA, REA and SCS. These programs proved so valuable to the general welfare of the American public that they have been continued and even expanded by later agencies in operation today.

World War II produced the need for an agency to serve in the area of food production and distribution. This need was filled by the War Food Administration, the functions of which were later taken over by PMA. The PMA was organized in 1945 to accomplish the transition from war to peace time activity. It took over most of the functions of the War Food Administration when that agency was abolished.

The Department had now become "an organization of geographical dispersion and of complex heterogeneous and multifunctional purposes," although thought of as a single entity because of the "common desire of the employees to serve." "Today's concept of this dedication to this public duty and service is the product of wise thinking and leadership" of such men as Bill Jump and Warner W. Stockberger.

In 1953 there was a major reorganization of this "loose confederation of independent agencies" based on the recommendations of the first Hoover report released in 1948. The agencies were divided into four major program

areas:

1. Federal-States Relations, which comprises approximately 2/3 of the entire Department of Agriculture
2. Marketing and Foreign Agriculture
3. Agriculture Stabilization
4. Agriculture Credit Services

In addition there is the Administrative area consisting of approximately 600 people. The speaker listed the advantages of this type of organization as follows:

1. It places definite lines of responsibility.
2. Each agency head has someone on the Secretary's immediate staff from whom he can get policy direction.
3. Takes the agency head out of partisan political matters.
4. It groups like agencies under a specific assistant secretary.
5. Permits the Secretary to devote his time to major agricultural policies.
6. Insures that the policies of the Chief Executive are implemented by providing a political appointee as the head of a group of agencies.
7. Better coordination within the group.

The policies in the Department are formulated by a Policy Staff. It consists of the Secretary, Under Secretary, three Assistant Secretaries, Administrative Assistant Secretary, Director of Agricultural Credit Services, and three or four staff assistants to the Secretary. This group avails itself of the technical know-how of those in the career service and the decisions of the Policy Staff reflect the best judgment of those in authority in the Department.

At this point, the speaker supplemented his discussion with slides showing the detailed organization of the Department. Previously a 20-part questionnaire had been furnished the participants to test their knowledge of the USDA programs.

The Department has an investment and an interest in us as individuals. "The Department must provide a climate in which you can grow and develop to your fullest potential." To do this, TAM has been initiated. Its success will not be known for ten years. If it succeeds we will have an adequate supply

of managers. If we do not have that supply, we will have failed, and failed miserably, as it cannot be supplied by the colleges. Two texts were recommended: "Executives for Government" and "The Job of the Federal Executive."

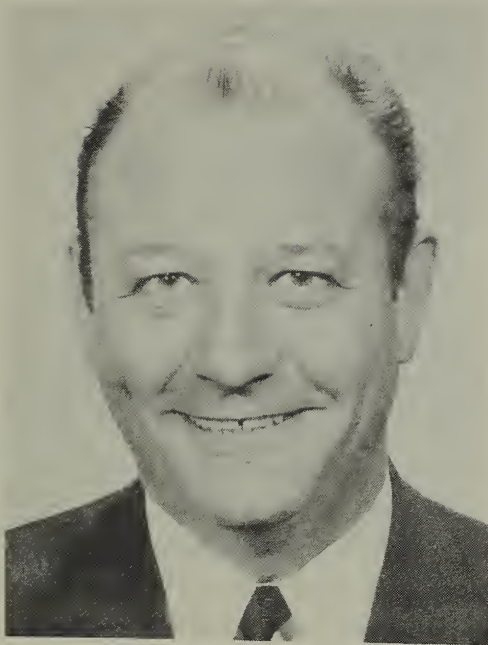
The understanding we seek should include an appreciation of the need for such number of political executives as are reasonably necessary to achieve the purposes of representative government and a clearer understanding of the respective responsibilities of the career and political executive.

The speaker said, "I still feel there is a need for better public understanding of the career service and the tangible values that accrue from recruiting and retaining well-qualified personnel. This understanding can be achieved in many ways, but I know of no better one than the appreciation and confidence that is inspired by high quality of public service. To preserve the dignity and confidence necessary to the continuity of good government, each of us must develop within himself a spirit of true public service. Whether we like it or not, whether it is fair or not, each of us - acting as a public servant - becomes an ambassador for the Department and for government service, generally.

"We must be fully responsive to the changing policies and conditions, subordinating personal ideas and reactions to the inherent public obligation for faithful and devoted service. We must be sensitive to the expectations of The Congress and the public, generally. And above all else, we must dedicate ourselves to a career in which the greatest reward is the satisfaction of a job well done. Ours is to do the job, not to determine why."

MANAGEMENT FOR TOMORROW

By Erle Cocke, Jr.



Mr. Cocke is Vice President - Civic Affairs, Delta Air Lines, Inc., Civilian Aide to the Secretary of the Army, and a Director of the State Mutual Insurance Company of Rome, Georgia. He is prominent in many civic affairs, is a member of the Board of Governors, American Red Cross, and is an active member of many other national and local civic, fraternal and service organizations. He is a former national commander of the American Legion and consultant to the Department of Defense. He received his A.B. Degree from the University of Georgia and Master's Degree in Business Administration from the Harvard School of Business. An honorary Doctor of Laws Degree was conferred upon him by Mercer University.

He served his country with distinction in World War II, and was awarded for extraordinary gallantry in action the Silver Star, the Purple Heart with three clusters, the Bronze Star with clusters, the French Croix-de-Guerre and was recommended for the Distinguished Service Cross. He was named "Outstanding Young Man of the Year" by the Georgia Junior Chamber of Commerce and formerly served as Department Commander of the American Legion in Georgia, as chairman of the Legion National Security Commission and served on the Citizens Advisory Committee on Armed Services Training Installations.

SUMMARY

By E. C. Roukema, ARS, and
G. A. Trinchard, Jr., CSS

When speaking on the subject of management we must realize that we cannot bring back the "good old days" but we must start by always looking forward. Management must always maintain the proper perspective in its relations with ever-changing conditions, and must recognize that everyone views a given situation with a different perspective.

The greatest responsibility facing management in its considerations for the future is the selection, training and development of successors to present-day managers. In business, these managers for the future may be

developed from within an organization or, if need be, may be recruited from an external source. Whether successors are chosen from within an organization or selected from outside sources, management must concern itself with the problem of training. A good managerial training program should be conducted in such a manner as to insure having the right man, properly trained, available to take over the right job at the right time.

Two important methods which can be employed in developing managers are job rotation and job enlargement. A program for managerial development must be of a continuing nature, and should condition the individual selectee to changing conditions.

Some of the more important qualifications to look for in a manager of the future were discussed by Mr. Cocke. A good manager should be creative; he must possess a broad knowledge of the general aspects of the business; he must be sufficiently versed in the nomenclature of each specialty of the organization to discuss intelligently the various problems to be considered; he must have the ability to analyze problems and, after completing his analysis, through application of the maximum level of judgment, make prompt and sound decisions; he must be willing to accept responsibility; he must recognize the fact that the world is becoming smaller in terms of time, space and distance.

Mr. Cocke expressed the view that the Federal Government was making a smart move in its recent emphasis toward developing and training managers; and he stressed the value of a good public relations program in government.

DISCUSSION

An interesting discussion period sparked by questions from the audience followed Mr. Cocke's presentation. In answering these questions, the speaker discussed the career service and training programs of the Delta Airlines, Inc. Methods used in selecting and recruiting personnel for managerial positions from outside of the organization were also discussed. The speaker also outlined the merit and incentive awards programs of Delta Airlines, Inc.

FUNDAMENTALS OF MANAGEMENT

By Dr. Morris W. H. Collins, Jr.



Dr. Collins is Director of Institute of Law and Government, School of Law; Associate Professor of Political Science, University of Georgia. He was formerly Director, Bureau of Public Administration, and Associate Director, Georgia Center for Continuing Education; Associate Director, University of Georgia Study, all of the University of Georgia. He holds B.A. and M.A. Degrees from the University of Georgia, and the Ph.D. Degree in Political Science from Harvard University.

SUMMARY

By Dr. H. J. Osterholtz, ARS, and
Julian E. Mann, FCIC

Management is a process of directing and facilitating work of people organized in formal groups to achieve a desired goal. (Mallett)

The fundamentals of management include: planning and analysis, human relations and motivations, delegation of authority, interviewing and counseling, role of supervisor, organization, effective controls, policy making, decision making, communications, personnel selection, facilitating, budgeting, and administrative leadership.

Effective management goals are judged by:

1. Personal relations that exist between manager and his subordinates.
2. Actual work accomplishments - (How well the job is done).
3. Efficiency - (Measured by mechanical success and the human satisfactions that result).

Some of the more important fundamentals of management are:

1. AUTHORITY - (Organization cannot function without it)
The following are types that can be accepted:
 - (a) Legal - (Laws passed by legislative bodies)
 - (b) Status in organization - (Determined by position held)
 - (c) Human relationships also determine authority - (Informal authority accepted by subordinate)

- (d) Knowledge - (The doctor has it by virtue of his profession)

Authority is exercised by:

- (a) Making decisions for the subordinate
- (b) Communicating the decision to others
- (c) Execution, which is the last process in the action.

Management authority is derived from:

- (a) Laws - (Federal, state, municipal, etc.)
- (b) Tradition - (Father to son in farm management)
- (c) Delegation - (From the superior to the subordinate)

Authority in all levels is limited through minor disciplinary measures to the ultimate which is dismissal.

Responsibility under authority form two basic kinds:

- (a) Political - (Elective offices)
- (b) Institutional - (Administrative) - Activated by:
 - (1) Devotion to organization - (Each member of group thinks his group function most important)
 - (2) Recognition of individual - (Leader must reward members of group for accomplishment)
 - (3) Professional ethics - The doctor, and the lawyer are dedicated to the rules of their professions)

2. Like responsibility with authority, leadership is divided into:

- (a) Political, which may also include institutional (administrative) leadership
- (b) Institutional leadership includes four vital conditions:
 - (1) Ability to see enterprise as a whole - (The specialist, trained in one enterprise, and the generalist superficially trained in all enterprises, have difficulty in the unified organization.)
 - (2) Ability to make decisions at the right time - (Unduly delayed decisions interrupt the organization while the hasty decision incurs a calculated risk but is preferred over the delayed.)
 - (3) Ability to delegate authority - (The efficient manager delegates discretionary authority while the inefficient manager delegates routine matters, or over-delegates.)
 - (4) Ability to command loyalty of the group member through identification, participation, and recognition. Identification is accomplished by imparting a sense of mission through tradition and tangible results - participation by

permitting group member to make important rather than token decisions - recognition through positive action by management.

3. Administrative planning in management involves:

- (a) Policy determination, usually considered as being made only at the highest level, is nevertheless effected to some extent by those in all levels.
- (b) Program planning through determination of objectives, assessment of available resources, and preparation of work program to carry out objectives by activity at all organizational levels - (research is not planning).

4. Techniques of supervision are: prior approval of project, service standards, work budget, approval of key personnel, inspection, quantitative controls and coordination.

Survey concerning supervision revealed the following facts:

- (a) The closer that the group was supervised, the less was the output.
- (b) The foreman reflected the type of supervision that he received.
- (c) Personal interest in the employee by the supervisor gets better results than same interest in production techniques.
- (d) Delegation of leadership to the group by the supervisor is better than actual participation in production by the supervisor.
- (e) Group participation is better under bonus and award system than under disciplinary action.
- (f) An individual within a group should be trained for greater responsibility even though the organization of the group is disrupted thereby.

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THE PUBLIC AND THE DEPARTMENT

By R. Lyle Webster



R. Lyle Webster, Director of Information of the U. S. Department of Agriculture, has served in that position since 1951. He first began work in the Department in 1931 in the Press Service of the Office of Information. He served as an Assistant to the Secretary of Agriculture from 1941 to 1944 and since 1944 has worked in the Office of Information. Mr. Webster was born and raised on a farm near Webster, North Dakota. He is a graduate of the University of North Dakota and holds a Master's Degree from the Pulitzer School of Journalism of Columbia University and a Ph.D. Degree in Public Administration from American University. He worked on newspapers in North Dakota before entering the Department of Agriculture. In 1958 Mr. Webster received the USDA Distinguished Service Award.

SUMMARY

By S. R. Heys, SCS, and
Guy W. Eberhardt, ARS

Mr. Webster's remarks emphasized our responsibility as administrative officials of the Department in the field of public relations. This responsibility exists regardless of the size and scope of our program.

Public relations specialists sum up their work by saying that public relations is getting credit for conducting a good program.

For a number of years Congress has placed very strict limitations on the use of funds for publicity or propaganda purposes. However, there is plenty of room for an information program in all of our agencies, and we have a responsibility to keep the general public informed on the activities of the Department of Agriculture. All informational activities are intended to be impersonal and institutional, to avoid personal publicity, and, wherever possible, to provide a basis of factual information for further adaptation by local agencies.

Publicity experts, as such, cannot be hired by USDA. However, there is plenty of room for the function of information in our work. There are universal principles which apply.

The function of Public Relations is:

1. Unavoidable, we cannot escape being involved. We should handle ourselves so as to constitute good relations.
2. Built in our job responsibility. Public relations is part of our job and to be effective the public relations of an organization must be right.
3. Understandable - we must reach people via means which they can understand and which are accessible to them.
4. Continuous - Must be continuous, as we work with various groups with various interests.

Public relations can be improved by:

1. Specialized skills. We need to utilize specialized information skills when available. Draw upon skills of information staffs.
2. Evaluation - we need to take stock from time to time. Are we getting along so well that nobody is paying any attention to us? If everybody is praising we had better look out - we are probably too lenient in carrying out our duties.

We can best serve public relations for the Department by serving as eyes and ears of the Department. Field employees should keep Washington Headquarters informed on field developments.

The problem of maintaining public understanding of our work becomes greater as proportion of farmers in total population becomes less. In 1930 farm people represented 25% of the total population; today it only represents 12%. We must justify the work done by the Government for Agriculture.

If we tell the story of Agriculture adequately and continuously we will gain the public understanding. We need to tell the story of all Department activities, such as Research, Marketing, etc. Marketing Research has in five years brought estimated savings of \$25,000,000.

The actions programs are most controversial and misunderstood. We group these as stabilization. Price support, production controls and surplus holdings bring heat. We should make it clear, at all times. These programs are authorized and directed by Congress. USDA merely administers the law on such programs.

Another great activity of USDA is credit. There are two important credit agencies in USDA - the FHA and REA.

There are many opportunities for giving facts and information about these activities at USDA Farmers Day Meetings; Civic Club Meetings, County Fairs, etc. These give opportunity for Department representatives to appear on programs dealing with agriculture.

One of the most neglected, yet most important places where our work needs to be told is in the schools. The Forest Service and Soil Conservation Service are doing a good job in this field.

We need to recognize that it is as much an obligation to report when citizens pay money back to the government as when it is loaned. The Department reports faithfully on money loaned but it is far less faithful reporting on monies paid back. This gives public an unbalanced opinion on ratio of monies being taken in and loaned. The FHA with all its billions of dollars loaned and risks involved has lost less than 5%. Likewise the Treasury recently received the billionth dollar as flow back from the Forest Service.

It was clearly demonstrated that opportunities exist for each of us in our work and in cooperation with our fellow worker both in USDA and Land Grant Colleges to carry out as a part of our work a good job of public relations for our agency and the Department. We need not become propagandist but we can report and disperse facts. Each of us as responsible administrators has a public relations responsibility and that responsibility is a management responsibility.

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SELECTING, DEVELOPING AND RETAINING

TOMORROW'S MANAGERS

By William H. Rima, Jr.



William H. Rima, Jr., Deputy Director, Fifth Civil Service Region, Atlanta, Georgia, is a native of Watertown, New York. He received the B.S. Degree in Forest Management from New York State College of Forestry at Syracuse University, Syracuse, New York. He began his Federal service with the Soil Conservation Service, USDA, and joined the U. S. Civil Service Commission in 1940. He served in various positions with the Civil Service Commission in New York; Dallas, Texas; and Atlanta, Georgia. He was appointed to his present position in 1954. He is President, Georgia Chapter, American Society for Public Administration.

SUMMARY

By H. C. Cox, ARS, and
A. D. Searcy, SCS

INTRODUCTION: By way of introduction, Mr. Rima quoted from Dean Stanley F. Teele of the Harvard Business School, "A man's personal philosophy, his way of looking at the world, and the men and women around him determine his success as a manager of things and people more than any other single factor. His basic attitudes are more significant than the technique he uses ----. As we look ahead, we have reason to believe that this will be increasingly true."

MORALS AND THE MANAGER

1. Executive urged to work through people
2. Actions proceed from his own mind and heart
3. Subordinates sense a man's ethics.

CHARACTER TRAITS OR BASIC SKILLS

Effective management rests on three basic skills:

1. Technical - specialized knowledge
 - a. Important at lower levels of administration
 - b. Less important at upper levels of management.

2. Human - working with people
 - a. Sensitive to needs and motivation of people
 - b. Naturally developed, a part of one's philosophy of living.
3. Conceptual - ability to see an enterprise as a whole.

SELF-DEVELOPMENT

Objectives an organization should have for self-development:

1. Performance on present job
 - a. Adopt new and improved procedures and methods
 - b. Make sound decisions
 - c. Increase productivity.
2. Drive - increase capacity to work hard and with tenacity.
3. Analytical ability - explore alternatives.
4. Leadership - this objective overlaps all others, since growth effects leadership.
5. Administrative skills.
6. Initiative.

MOTIVATION

Current research into leadership is finding that normal man wants:

1. Status
 - a. Rank in his organization
 - b. Standing in his work group
 - c. Prestige in his professional occupation.
2. Satisfaction
 - a. Acceptance and use of ideas

b. Acceptance by fellow workers

c. Acceptance of work product.

3. Security

a. Promise of future employment

b. Pay increases that parallel family and social obligations.

DEVELOPMENT IN CAPSULE FORM

For an individual to improve himself, he must have:

1. Capacity to improve

2. Interest in self-improvement

3. Opportunity to improve.

RETAINING TOMORROW'S MANAGERS

1. Depends on motivation of managers for self-development

2. Work program permeated with the concept of service.

HUMAN RELATIONS AND MOTIVATION

By Dr. Raymond Payne



Dr. Payne was born on a farm near Shelbyville, Kentucky. He received his A.B. Degree in Agriculture at the University of Kentucky and sold insurance for a while before entering the U. S. Army. After his Army service, he returned to the University of Kentucky where he received his Master's Degree in social studies. He received his Ph.D. Degree from Cornell University and is now Associate Professor of Sociology at the University of Georgia.

SUMMARY

By Otto Coleman and
Jerry Donaldson

Dr. Payne began his discussion by posing the question: Under what conditions do people do their best work? The following answers were given by the TAM participants:

1. Pressure - not too much nor too little
2. Part of organization - to belong
3. Concern for development of personnel
4. Proper personal environment - home relations, etc.
5. Mutual respect, trust and friendliness
6. Work must present a challenge
7. Job satisfaction
8. Keep supervision to a minimum.

Then Dr. Payne developed the theme of motives and human relations. Thus a wish or motive as a pattern of behavior which involves (a) an anticipated future satisfaction (b) which the person believes is reasonably likely of attainment and (c) toward which he usually related some of his present behavior. Four broadly classified wish patterns formulated by W. I. Thomas are:

1. Desire for new experiences

2. Desire for security
3. Desire for response (mutual understanding)
4. Desire for recognition and prestige.

When a goal is blocked in any way the result is frustration in some degree. The results of frustration are:

1. Aggression (direct, indirect or self-directed)
2. Compensation - (intensify efforts)
3. Substitute new goals for old ones
4. Identify with others who are attaining goals he desires (hero worship)
5. Rationalization (comes to believe that he did not want what he thought he wanted but could not achieve (sour grapes or sweet lemons))
6. Project blame upon an outside factor
7. Fantasy or over-extended daydreaming
8. Repression (forgetting without forgetting)

A person is motivated to assume social roles and what is expected of him in order to meet the goals and satisfy the wishes he has acquired of society. A person performs his roles best when he understands clearly what is expected of him in that role and has a clear concept of the relationship of current behavior to a goal achievement. Our society is experiencing the rise of the ORGANIZATION MAN, which is simply to say that more and more of us are casting our lots with large organizations or bureaucracies so that several objectives may be obtained concurrently.

1. Maximum efficiency and production of work may be obtained from employees
2. While allowing opportunity for self-expression, the operation of individual imagination and inventiveness
3. Providing for and permitting mutual interstimulation and joint planning without letting this attempt become a fetish of the organization.

PIGORS' INCIDENT PROCESS

By Malcolm H. Holliday, Jr.



Mr. Holliday is assistant administrator of Operations, Farmers Home Administration. He was born in Jackson, Kentucky. He was graduated from Moorehead State College in Kentucky. He served for eight years as a general agent with a life insurance company. In 1942, he started a country newspaper which grew to eight newspapers published by the Holliday Publishing Company. He served for several months as a special assistant to Senator Cooper in Kentucky. In November 1954 he entered on duty in his present position with the Department.

SUMMARY

By J. B. Joyner and
C. C. Perry

Pigors' Incident Process is a technique for use in management development in the fields of decision making, problem solving and handling people. The technique entails the use of actual case studies of incidents. It emphasizes the need for basing decisions on facts after studying the incident and fully identifying the problem. The process is divided into phases as follows:

1. The incident
2. Fact finding
3. Identifying the problem
4. Making the decision.

The process was developed by Dr. Paul Pigors, associate professor of economics, Massachusetts Institute of Technology.

Mr. Holliday introduced an incident from the Pigors' Incident series. Learning the incident is phase one of the process. The incident involved a division chief who preferred to remain a specialist in the work performed by his division and who had failed to follow instructions to obtain information beneficial to other divisions while on field trips. A procedure had been agreed upon that each of the division chiefs would obtain information for other division chiefs during such trips. The director wrote the subject division chief a memorandum insisting upon compliance with the instructions in this connection

after the third instance of failure to comply. The division chief failed to do so for a fourth time claiming that the business of his own division consumed his entire time. The division chief was an efficient employee otherwise and his services were considered valuable to the organization. It was recognized that he was understaffed due to budget limitations.

Mr. Holliday emphasized the necessity of obtaining all facts possible pertaining to the incident before attempting a decision. This is phase two of the process. He then invited questions from the conference participants regarding pertinent facts. A total of 85 questions were asked of Mr. Holliday in developing full disclosure of facts. The questions fell into broad categories as follows:

<u>Number of Questions Asked</u>	<u>Category</u>
32	Director's responsibilities toward division office
21	Subject's situation and state of mind
13	Responsibilities of division chiefs
8	Report system
7	Budget
2	Liaison with regional office
1	Functions of office.

After developing all facts pertinent to the incident, the problem was identified. This "framing of the issue" was phase three of the process.

The consensus of the group defined the problem as follows:

1. Whether to require the subject to conform to instructions
2. Whether to exempt the subject from the reporting requirements in question.

Now we had the requisites to make a decision; the incident, pertinent facts, and the problem. Decision making is phase four. Mr. Holliday then requested each participant to write his decision. Slightly over half of the participants rendered decisions that the division director should be required to conform to the instructions. For all practical purposes, the remainder of the participants were in favor of releasing the subject division director from the reporting requirements.

Mr. Holliday read the historic decision which was consonant, in effect, to the decision of the group in favor of releasing the subject from the reporting requirements. The decision of the majority group, in favor of demanding conformance was consistent with Pigors' decision. It was pointed out that the object was not to find the correct decision to this case study but to instill the techniques for use in arriving at decisions in the minds of the participants.

DISCUSSION

The discussion period was very brief due to the extensive discussions that took place concurrent with the demonstration of the incident process.

Considerable interest was exemplified, however, in how the Pigors' Incident Process training kits could be procured. It was explained that one should correspond with his agency in Washington, through channels, in this connection.

A representative of the Bureau of National Affairs, Inc., was introduced who informed the group that kits were available to the government at prices as follows (after deduction of a discount to the government):

<u>Type Manual</u>	<u>Each</u>
Director's Manual	\$18.00
Participant's Manual	8.00

Quantity discounts are also allowed on orders over 49 for participant manuals. It was explained that the manuals contain thirteen cases. The Bureau of National Affairs, Inc., has offices in principal cities.

FIELD TRIP TO NORTH FORK BROAD RIVER

PILOT WATERSHED

By Cecil W. Chapman



Mr. Chapman is the State Conservationist for the Soil Conservation Service, U. S. Department of Agriculture and has devoted his working lifetime to a study of land, agriculture, soil erosion problems, and techniques involved in safeguarding the basic resources of soil and water. He received his B. S. Degree in Agricultural Engineering from the University of Georgia in 1932, and joined the Soil Conservation Service in 1934. He has held progressively important positions in the Service and has contributed materially to the advancement and broadening of agency programs.

SUMMARY

By J. L. Helton, Jr., AMS, and
Lloyd N. Miller, Jr., ARS

OUTLINE OF TRIP - The object of the trip was to demonstrate and explain the comprehensive plan that has been developed and carried out by the soil and water management in the North Fork Broad River Pilot Watershed located in Stephens and Franklin Counties. This is an excellent example of cooperation between units of Federal, State and local governments in planning, organizing, and executing a successful program of soil and water conservation which is of benefit to everyone.

The tour was made by bus with stops at five different locations for the purpose of observing the various phases of operations conducted in the watershed. These stops included:

1. A brief visit at the Carnesville High School where informative talks were given relative to the part education plays in obtaining over-all cooperation in a watershed project and also to explain the cost-sharing expenses and beneficial results as compared to the initial investment.
2. Visiting a dairy farm to study an outstanding example of the type of land treatment which is recommended for each farm in the Pilot Watershed, including crop rotation, land terracing, and water storage for later use.

3. Visiting a farm which illustrated a successful method of management for part-time farmers or absentee owners, where conditions of depleted fertility and problems concerning control of surface run-off and soil movement had reduced productivity and chances of fair profit to practically nothing.

4. Observation and study of a floodwater retarding structure designed and built to catch and hold temporary run-off from high intensity rains, thereby preventing flooding of lowlands and unnecessary loss of topsoil. These structures also provide good recreational facilities, including fishing and swimming.

5. Observance of channel improvement work and a brief explanation of the benefits to be derived from the watershed program.

The tour was very interesting and most informative. We sincerely appreciate the time and effort put forth by the local Soil Conservation officials in making the trip possible.

INNOVATING AND CREATIVITY

By Dean James E. Gates



Dr. Gates, a native of Louisville, Kentucky, is Dean of the College of Business Administration and Director of the Executive Development Program, University of Georgia. He received the Degree of Bachelor of Science in Commerce from the University of Kentucky and the Degree of Doctor of Philosophy from the University of Virginia. Dean Gates formerly held positions as economist for the Container Corporation of America, as Professor of Economics at Indiana University and Clemson College and has been employed by several agencies of the Federal government. He is currently writing two textbooks on business (1) Business Communications, and (2) Personal Adjustment in Business. Dr. Gates' collegiate honors include: Beta Gamma Sigma, Omicron Delta Kappa, Delta Sigma Pi, and Pi Sigma Alpha. He is a fellow of the American Institute of Management and a member of the Advisory Council, Creative Education Institute.

SUMMARY

By Julian E. Mann, FCIC, and
Ross W. Gerding, ARS

Dean Gates stated that the peculiar quality which separates man from the lower animal is his ability to apply imagination, or creative insight to the solution of problems. He quotes Dr. Albert Einstein as saying, "The ability to think creatively is more important than knowledge."

Man's basic mental powers are divided into four kinds:

1. Absorptive power - the ability to observe and to apply attention;
2. Retentive power - the ability to memorize and to recall;
3. Reasoning power - the ability to analyze and to judge;
4. Creative power - the ability to visualize, to foresee, and to generate ideas.

Absorptive and retentive powers form the learning process obtained in

school. The reasoning and retentive power supplement existing knowledge in the form of new discoveries to be handed down to succeeding generations who in turn add to them.

Industries are interested in improving thinking ability of employees at all levels - simple techniques for generating new ideas - graduates from GE's training programs develop ideas three times as great in number as non-graduates.

Creative thinking brings into existence a new idea or concept that has not existed before in the individual. Learning the creative process involves:

1. Knowledge of the steps in the creative powers;
2. Willingness to clear emotional obstacles to creative thinking;
3. The use of "Question techniques" to stimulate the flow of associating creative powers.

The following are steps in the creative process:

1. Orientation (accurately defining the problem);
2. Preparation (assembling the facts and assumptions);
3. Analysis (breaking down related material);
4. Ideation (thinking up ideas without interruption or restraint);
5. Incubation (backing off from problem while the subconscious ruminates);
6. Synthesis (Picking up the pieces);
7. Evaluation (critically studying possible solutions).

Ideation and evaluation are important steps. Ideation means that when we see a thing, or think about a thing, other ideas come into our minds automatically. At the ideation step, we let ourselves go, allowing all sorts of new combinations to filter through our minds, striving to corral on paper the great number of ideas that occur to us. Criticism of these ideas must be reserved until the period of evaluation.

Questions - The Creative Acts of Intelligence

Dean Gates observed that Dr. Frank Kingdon states that man becomes creative when he questions why things cannot be changed for the better.

Alex Osborn of the Creative Education Foundation formulated the following questions:

- | | |
|-----------------------|-----------------|
| 1. Put to other uses? | 6. Substituted? |
| 2. Adapted? | 7. Rearranged? |
| 3. Modified? | 8. Reversed? |
| 4. Magnified? | 9. Combined? |
| 5. Minified? | |

The above factors probably constitute the most useful techniques for coming up with solutions to problems. There are, however, other techniques in use today such as:

1. Free association (mice may be kept out, driven out, or killed as well as being "trapped");
2. Forced relationship (sales produces forced by idea association with all types of customers and groups);
3. Attribute listing (a pencil may be broken down into lead, wood, plastic, etc. for ideas);
4. Input - Output (also known as cause and effect technique);
5. A. D. Little technique (a reversed association process).

Group participation, or "brainstorming," make all techniques more effective. No criticism or evaluation should be permitted at period of ideation. "Free-wheeling" and wild ideas should be encouraged. Quantity is much to be desired over quality.

Dean Gates warned against the danger of "killer phrases" to innovation and creativity. Killer phrases listed by the group during the discussion period were:

1. It's always been done this way;
2. It's policy;
3. People won't accept it;
4. It's not our responsibility;
5. There's not enough time;

6. We've tried that before.

Dean Gates stressed that certain factors tend to inhibit and prevent creative activity. He called these "mental blocks," and grouped them as follows:

1. Perceptual blocks;
2. Cultural blocks;
3. Emotional blocks.

Group exercises included possible new uses for a common red building - brick. Forty-two novel applications were found by one subgroup. Subgroups were also asked to list cultural blocks which would discourage ideation and creativity techniques.

Dean Gates summarized the discussion by stating that a person may become more creative by the application of principles listed below:

1. Free yourself from emotional blocks;
2. Allow yourself to be creative; by turns, "ideational" and "judicial," but not mixing the two;
3. Define problem in such a way as to make it soluble.

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DECISION MAKING

By Joseph P. Loftus



Mr. Loftus is Director, Office of Administrative Management, U. S. Department of Agriculture. He is a graduate of St. Mary's College of Kansas and has had a variety of experience, both public and private. Prior to assuming his present duties with the Office of Administrative Management, which was organized under his direction, Mr. Loftus was with the Office of Budget and Finance for 12 years and came to USDA in 1945 after previous experience in the General Accounting Office and the Social Security Board.

SUMMARY

By Joe B. Earle, SCS, and
A. P. Hassell, ASC

Intelligence, imagination, judgment and sometimes courage, not to mention virtues such as faith, hope and charity are needed in making decisions. How we apply these basic elements depends on education, training, experience and other factors.

PRINCIPLES VS OPERATIONAL CONCEPTS:

Decision is considered a fashionable and popular subject. Reference "Administrative Behavior" by Herbert A. Simon, whose book challenged principles of administration...such principles as are found in Gulick and Urwick's "Papers on the Science of Administration." Gulick, in 1937, coined the word POSDCORB:

My Job ?
Planning
Organizing
Staffing
Directing
Co-ordinating
Reporting
Budgeting

Simon asserted that every decision involved two elements:

1. A factual element (What to do under certain circumstances)
2. A value element (What should be done to get justice or promote the general welfare).

Policy is WHAT. Administration is HOW. Procedure is WHO and WHEN.

The Administrator:

- (1) Makes decisions
- (2) Communicates these decisions to his organization
- (3) Motivates people to carry them out.

Decisions are made on the basis of:

- (1) Chance
- (2) Instinct
- (3) Convention
- (4) Non-rational grounds, or
- (5) Rational grounds (oriented with goals).

Rational decision-making has three elements, geared to goals:

- (1) Calculation of alternatives
- (2) Evaluation of consequences
- (3) Establishment of a system of values.

Decisions are of two types:

- (1) Fact decisions (on procedures or short-term goals) Made at lower levels
- (2) Value decisions (what ought to be with long-term goals) Made at higher levels.

Motivation likewise has two aspects:

- (1) Purpose is a group phenomenon, reflected in an organization objective such as agricultural research
- (2) Motive is an individual phenomenon, reflected in desire for promotion, ambition to excel, professional aspirations.

An organization is a system in equilibrium in which there is a balance between Group Purpose and Individual Motive. SO, an administrator does his job when he

- (1) Makes Rational Decisions consistent with a fixed Value System
- (2) Communicates both the value system and the decisions to his organization, and
- (3) Establishes a variable climate for action, i.e., gets balance or equilibrium between Group Purpose and Individual Motive.

ELEMENTS OF MANAGEMENT :

The Association of Consulting Management Engineers has outlined three steps of procedure and eleven elements:

A. Establish objectives

1. Gather information
2. Synthesize information
3. Plan
4. DECIDE

B. Direct the attainment of objectives

5. Organize
6. Communicate
7. Motivate
8. Direct, guide, or counsel

C. Measure results

9. Measure, evaluate, control

D. In General

10. Develop people
11. Promote innovation.

Decision-making is just one element of the total management job. Many decisions are required to direct the program and measure results.

COMPLEX NETWORK

Decision-making by an agency head involves a complex network of elements. His strategy must be to reconcile or satisfy these varied interests.

DECISIONS IN FIELD

It is desirable that decisions be made at the lowest organization level feasible. This means:

1. That skill and competence must exist at lower levels
2. That necessary information be available to guide action and gauge the impact of decisions made.

These two pre-requisites are basic to insure a sound choice among alternatives.

INDIVIDUAL RESPONSIBILITY

Decisions are made by individuals, not by groups. All individuals, not merely managers, make decisions and need to do so responsibly. The manager needs to decentralize decision-making increasingly to the specialist. But the specialist, with the resultant authority to decide has - like the manager - to take the burden to do so as a personally responsible member of the organization.

SUMMARY

Ten practical hints on decision-making which have the endorsement of the American Management Association:

1. Be sure a problem exists
2. Can it be solved by precedent
3. Separate facts from opinions
4. If a group decision, be sure each member has all the facts
5. Determine a clear objective
6. Develop alternative courses of action
7. Determine which has best chance of success
8. Recognize possible human and material limits on your choice of action
9. Communicate the problem, the decision, and the policy so that your people will understand and support your action
10. Follow up, to evaluate results and possibly to amend or revise the original decisions made.

DISCUSSION

Led by Pierson Hassell, ASC

Following is a resume of the answers to a few of the questions asked after Mr. Loftus finished his presentation:

1. Decisions should be made at the lowest possible level in the organization.
2. Authority for specific decisions rests with one individual, others advise.
3. There is some difference between decision-making in government and business. Profit is emphasized in business whereas decision-making in government is more far reaching. Both have framework in policy.
4. The timing of decision-making is predicated on urgency. It is desirable to utilize fact-finding and consideration to the extent that time will permit. Recognize that facts are in the past and decisions are based on assumptions with attendant calculated risks.
5. Experience with a decisive supervisor followed by an opportunity to make decisions on your own authority is the best way to develop this skill.

THE JOB AHEAD IN MANAGEMENT,

DEVELOPMENT AND TRAINING

By J. K. Vessey



Mr. Vessey is Regional Forester, Southern Region, U. S. Forest Service, Atlanta, Georgia. He is a graduate of Pennsylvania State University. After eight years in private business he began work with the U. S. Forest Service in 1933. He received the Nash Conservation Award in 1956. He is affiliated with the Society of American Foresters, Soil Conservation Society of America, National Grange, National Association of Soil Conservation Districts, Outdoor Writers Association of America, and the American Forestry Association.

SUMMARY

By Joe B. Earle, SCS, and
H. C. Cox, ARS

There is no more important phase of Department work than that involved in management, development and training of people. All else depends on the quality of the job done - now and in the future.

Development and training start with the individual. Management is important to a single individual - it is vital when two or more people are involved.

We get knowledge by reading history, philosophy, literature and current events and by listening to those who are informed. To this base we apply imagination, judgment, and confidence.

In looking ahead we cannot close our eyes to the world population situation. We must think of the earth as we would a human body. It is not good enough to have one good arm, if the other is broken, diseased, or atrophied. Our goal must inevitably be for a whole and sound body - for an earth populated with people who have access to a reasonable share of the natural resources and blessings with which the good Lord surrounded us.

It is quite certain that we who serve the public, must manage, develop and train on the assumption that this nation will continue to be free, that our standard of living will remain high and that the Gross National Product will continue to increase along with the population.

It will take capital and investment to create new jobs, new ventures

which will employ the efforts of increasing numbers of people. Certainly government is committed to this. Political parties are pledged to it. A large body of the nation's businessmen are confident that good times are ahead and they are making plans to be ready.

Factors in Upswing of the Nation's Gross National Product:

1. The baby boom is here - it is real
2. Demands for goods and services will likewise soar
3. The proportion of people over 65 years of age is rising and will continue to rise
4. Economic expansion will be needed to take care of these oldsters
5. The quality of our standard of living will increase much further
6. The trend toward automation will continue
7. Emphasis will be on less muscle, more brains
8. The net result will be more jobs, the demand for more services
9. People in all walks of life will have more leisure time
10. More and more women will be working in paying jobs
11. More people working in professions will leave their mark at the market places
12. Negroes are suddenly moving up - and fast
13. Labor unions will face ever increasing problems
14. Tax revisions to stimulate the economy will be made.

Planning Needed:

Actions must be more than mere motion. Action without plan is like a shot without aim. Specifically then, what are we in the Department of Agriculture going to do to justify the confidence and responsibility placed in us by the American people?

Personal Responsibility:

1. We must know what we believe and why

2. We must strive for breadth of interest and competence in the work we do
3. Shun complacency as we would the plague
4. Develop a sense of confidence in ourselves and in the future. We must think and act positively
5. Develop a built-in capacity for enthusiasm and let it show
6. Work eternally to establish effective communications
7. Play on the team with all our heart and mind regardless of the position currently occupied
8. Demonstrate a high order of safety consciousness.

Managerial and Executive Responsibilities:

1. Encourage students to train for careers in the Department of Agriculture
2. Recruit well-qualified people to fill vacancies
3. Establish a well-rounded program of training
4. Create and maintain an atmosphere of informality, confidence and enthusiasm
5. Develop and maintain a high order of communications within the organization
6. Establish and maintain team play and team spirit
7. Establish effective coordination and cooperative relationships with other agencies, organizations, and individuals.

There was never a time when the Department of Agriculture has had such a need for men and women with ability, imagination, confidence, and stout heart.

IMPORTANCE OF COMMUNICATIONS

IN BUSINESS

By W. A. Thompson



Mr. Thompson is vice-president of Southern Bell Telephone and Telegraph Company with responsibility for personnel relations throughout the company's nine states. He is a graduate of Alabama Polytechnic Institute, Auburn, Alabama, Bachelor of Science in Electrical Engineering. He has been employed by Southern Bell since 1925 and has held management assignments of increasing responsibility in Mississippi, the Carolinas and Alabama. Mr. Thompson was elected to his present position in 1957.

SUMMARY

By Ben A. Franklin, AMS, and
Robert F. Bullard, FCIC

A. COMMUNICATIONS

1. The act of communicating is the process of transmitting ideas, thoughts or opinions from one human being to another. The art of communicating thoughts from one person to another has been with us since the beginning of man's existence. There are many methods of communication - oral, written, wireless, sonar, etc.

2. In a service organization, we are dependent for success on application, competency and efficiency. A lot of talking, writing, listening, explaining, planning, and holding group meetings is necessary. A study made several years ago showed that on an average the following time was spent in these areas:

- a. Writing - 9%
- b. Reading - 16%
- c. Speaking - 30%
- d. Listening - 45%

B. PROBLEMS IN COMMUNICATION

- 1. Dealing or talking with people.

a. Get at subject to be discussed.

(1) Be courteous, friendly and interested.

(2) Open with short statement on topic to be discussed.

(3) Follow with question to encourage person to talk.

(a) Use open questions beginning with such words as what, when, how, etc.

(b) Do not ask questions that can be answered by "yes" or "no."

b. Keep person talking.

(1) Listen with understanding.

(2) Show an interest by use of "listening responses."

(a) Nod of head.

(b) Expectant pause.

(c) A casual word.

c. A successful talk develops the facts and feelings.

2. Understanding.

a. Lack of understanding results in breakdown in communications.

(1) Use of words with more than one meaning.

(2) When understanding is not clear work and morale suffer.

(3) Words are subject to incorrect interpretations and misunderstandings.

(4) If we could motivate people to really search for the meanings of what people were saying, we would eliminate much of the misunderstanding, the trouble, the friction and perhaps some of the petty jealousies that exist in all large organizations.

3. "Closed Minded" - as indicated by the following.

a. A person who has all the answers.

- b. A person who indicates that when he has said something that's all there is to it.
- c. A person who never asks questions, either of himself or others or shares his experiences.
- d. A person who won't listen or who hears and sees only what he wants to hear and see.

4. Gestures or inflections of voice.

- a. An effort to communicate.
- b. Consciously or unconsciously.
- c. An effort should be made to understand the gestures or inflections.
- d. Perhaps something can be learned by watching for these kind of communications.

5. The Boss.

- a. Must set a proper climate so employees can talk with complete freedom.
- b. A supervisor is successful only to the extent that he is able to develop fully the talents of those reporting to him.
- c. A boss who does not keep his employees headed on the right path is doing a poor job of communication.
- d. Must talk frankly, freely, firmly and fairly.

6. Inference making or assumptions.

- a. Do not be too prone to take almost any declarative statement as a statement of fact.
- b. Act on true facts of the situation rather than an assumption.
- c. Wisdom begins in knowing the difference between when we are inferring in our talk and when we are talking factually.

Two of the most important ways of improving communications are improving our observations and improving our inference making.

MANAGEMENT CONTROLS

By Charles L. Grant

Mr. Grant is Director, Office of Budget and Finance, U. S. Department of Agriculture. Born in Chester, South Carolina, he studied at George Washington University before coming to the Department in 1935. Virtually all of his experience has been in the field of budget and finance. He was appointed Director of the Office of Budget and Finance by Secretary of Agriculture, Ezra Taft Benson, in June, 1957.

SUMMARY

By James D. Lane, ARS, and
Allen T. Murray, FHA

Management controls are the techniques used by management to assure that all operations are carried out in accordance with established policies and plans. Controls are exercised over programs, money, people, information, etc. by people ranging from the President to a messenger. Management controls are needed by government and private industry alike.

General Objectives of Management Controls:

1. Assist in accomplishing program control;
2. Assure compliance with laws and regulations;
3. Assure adherence to policies and plans;
4. Promote operational efficiency;
5. Safeguard assets;
6. Assure accurate and timely financial and operating data.

Control Characteristics:

1. Must be geared to the people and programs;
2. Are required in Federal agencies by statute;
3. Must be understood and accepted by employees;
4. Need frequent review and appraisal.

The Nine Basic Techniques of Management Control Are:

Good Organization

1. Balanced division of work and performance;
2. Pinpointing responsibility and accountability;
3. Delegation of authority.

Personnel Selection, Training, and Placement

1. Assures optimum performance;
2. Effectively utilizes personnel.

Budgeting

1. Crystalizes operating plans in financial terms;
2. Links operations and financial resources;
3. Compels long-range planning;
4. Promotes effective utilization of funds;
5. Facilitates the comparing of results with plans.

Systems - Methods - Procedures

1. Assures uniform treatment of repetitive processes;
2. Tends to establish best method of operation;
3. Aids in fixing responsibility;
4. Aids in training employees.

Standards

1. Provides criteria for work;
2. Sets goals for accomplishment;
3. Facilitates coordination;
4. Spotlights deviation.

Accounting

1. Provides current and historical financial records;
2. Provides effective control over income, expenditures, funds, and other assets;
3. Fixes accountabilities and responsibilities.

Reporting

1. Provides data for measuring performance;
2. Reflects accountabilities;
3. Provides basis for future planning.

Review and Appraisal

1. Evaluates plans and policies;
2. Appraises adequacy and effectiveness of controls;
3. Provides link between management and operations;
4. Observes performance;
5. Is a deterrent to deviation.

Communications

1. Essential to effective management control;
2. Provides effective interchange of information;
3. Shared understanding assures teamwork.

Conclusion - Controls may be viewed as restriction and restraint but the value of controls is directing effort toward worthwhile objectives. This is done by defining objectives and measuring performance toward achievement. Thus we see that with the acceptance of objectives, measurement can be used for self-direction.

Control always involves compliance with a pattern of objectives, measurements, and methods, and when the pattern is basically beneficial - success is near at hand.

THE GENERAL MANAGER

By Ralph S. Roberts



Mr. Roberts was born in Lehi, Utah, November 30, 1905. He attended the University of Utah and George Washington University where he specialized in economics and business administration. He is a graduate of George Washington Law School with an LL.M Degree. Mr. Roberts first entered government service in 1928. For many years he served in varied capacities including clerical, administrative, and supervisory. In 1953 he accepted his present position as Administrative Assistant Secretary of Agriculture.

SUMMARY

By Otto H. Coleman, ARS, and
Bruno Mangum, ASC

The public nature of Government as expressed in the term "public interest" does differentiate Government from private business activities. George Washington said "Government is not reason, it is not eloquence -- it is force! Like fire, it is a dangerous servant and a fearful master." Administrative details that are personal and private in business frequently become in Government the subject of public investigation. Also Government's business is characterized by public accountability that does not exist with respect to private enterprise. One of the greatest differences between Government and business is the breadth and scope of their respective activities and the impact each has on individuals and groups. Finally the one all-prevailing influence in Government operations, that is absent in business, is that the Congress serves as overseer of the executive branch of the Government.

Specialization with its associated group loyalties is inevitable and essential to high efficiency but it also can be a disintegrating factor to organized effort. Also, specialization may be a block to good management. In too many cases in the past men have been selected to fill general management positions not because they were capable of general management responsibilities, but because they were successful as specialists. This was done in spite of the well known fact that the best workman does not necessarily make the best foreman, or that a good scientist is not potentially a good executive vice-president or an agency assistant administrator.

The responsibilities of top management in Government are:

1. Coordinate competing or related interests and harmonize conflicting viewpoints;

2. Participate in determination of policy;
3. Interpret policy in general terms;
4. Symbolize the administrative program;
5. Direct implementation of the program;
6. Assume responsibility for the administrative organization and gear it to the job to be done;
7. Appoint top officials in the agency;
8. Coordinate the administrative machine;
9. Facilitate legislative relationships;
10. Maintain public relations.

Top Management leadership qualities demanded are:

1. A capacity for abstraction -- for generalization;
2. Intelligence and imagination;
3. Ability to work with people;
4. An orientation toward government and civic service;
5. A sense of purpose and direction;
6. A political sense or "feel";
7. Skill in negotiation;
8. Facility in communication;
9. Ability to judge men;
10. A willingness to accept responsibility;
11. Decisiveness combined with flexibility;
12. Ability to delegate;
13. A tough skin and a capacity to "roll with the punches."

An excellent description of the qualities demanded today of the capable administrative generalist was made more than a hundred years ago by John Henry Cardinal Newman. In a discourse on "Knowledge Viewed in Relation to Professional Skill," he defined a liberal education as "the education which gives a man a clear, conscious view of his own opinions and judgments, a truth in developing them, and eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to throw himself into their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently, and gain a lesson seasonably when he has nothing to impart himself; he is ever ready yet never in the way; he is a pleasant companion, and a comrade you can depend upon; he knows when to be serious and when to trifle, and he has a sure tact which enables him to trifle with gracefulness and to be serious with effect.... He has a gift which serves him in public and supports him to retirement, without which good fortune is but vulgar, and with which failure and disappointment have a charm."

STEPS TO CONSIDER IN PLANNING
AND CONDUCTING A TAM WORKSHOP

The following items were recognized by members of the Athens TAM Institute. Procedural details must be developed by local groups. Group discussion was led by Edmund N. Fulker. The thinking of the group was summarized by George A. Trinchard, Jr., and W. E. Albright.

A. Pre-planning:

1. Arrange meeting of TAM Institute graduates to:
 - a. Outline objectives.
 - b. Map strategy to obtain cooperation of agency heads.
 - c. Ask each agency head to appoint a representative to the Planning Committee.

B. Planning Committee will:

1. Organize -- (chairman will be workshop director).
2. Define policies and procedures with regard to:
 - a. Area from which participants may attend.
 - b. Length of workshop.
 - c. Program.
 - d. Source of speakers.
 - e. Facilities and equipment.
 - f. Budget.
 - g. Related problems.
3. Define duties of workshop director:
 - a. Appoint and define responsibilities of committees:
 - (1) Program Committee:

- (a) Questionnaire to participants to determine needs and stimulate thinking and study.
 - (b) Send out readings material ahead of workshop date.
 - (c) Develop program -- (reserve time for work group sessions).
 - (d) Line up speakers.
 - (e) Provide for publicity.
- (2) Facilities and Equipment Committee:
- (a) Obtain meeting place.
 - (b) Provide materials, visual aids, etc.
 - (c) Transportation and housing.
 - (d) Cost-sharing among agencies.
 - (e) Library books, films, etc.
 - (f) Clerical support.
 - (g) Obtain certificate of training and record of formalized training.
 - (h) Provide TAM Work Group with 25 copies of Workshop proceedings.

(3) Editorial Committee:

Prepare, publish, and distribute copies of proceedings.

- b. Guide daily activities.
- c. Provide for continuing evaluation.

C. Conducting the Workshop:

1. Orientation:

- a. Introduction and organization.
- b. Motivation:

- (1) Explanation of TAM.

- (2) What will be covered.
- (3) Purpose, goals, and objectives.
- (4) Assignments.
- (5) Results of pre-institute questionnaire.

c. Keynote address by prominent speaker.

2. Core of Program:

- a. Topics and speakers.
- b. Discussion sessions - participants will introduce speakers, summarize talks and activities, serve on Committees, engage in buzz groups and panels, and generally participate to a maximum extent.
- c. Publish and distribute proceedings - (8" x 10 1/2").
- d. Work group projects - (allow sufficient time for free expression and discussion).

D. Follow-Up:

1. Encourage use of TAM principles in agency and professional meetings and on the job.
2. Encourage participation in National Management Associations.
3. Prepare letters of appreciation to those who contributed.
4. Publicize TAM.
5. Promote a broader understanding of USDA through use of slides, etc.
6. Circularize copies of TAM proceedings.

E. General Information:

1. Requesting Washington speakers.
 - a. Try not to rely too much on them (demand for their appearance at workshops is heavy and increasing).
 - b. Coordinate requests for them with the Executive Secretary of the TAM Work Group. (His Office is in the Employee Services and

Training Division, Office of Personnel, USDA, Washington 25,
D. C.)

2. Coordination of workshops.
 - a. Keep the Executive Secretary of the TAM Work Group informed on the when, where, who, etc., of workshops planned.
 - b. Advise him of names of Planning Committee.
3. Certificates of Training (Form AD-284) and Record of Formalized Training (Form AD-295).
 - a. Order from Executive Secretary of TAM.
 - b. Order extra copies to allow for spoilage.
 - c. Send completed forms AD-284 and AD-295 to Executive Secretary of TAM.
 - (1) Form AD-295, (original and one copy), must accompany each AD-284.
 - d. The Director of Personnel will sign the completed forms and forward them through agency channels to the recipient.

INSTITUTE EVALUATION

AND RECOMMENDATIONS

By Robert L. Stockment



Presently Chief, Training and Safety Branch, Personnel Division, ARS, Washington, D. C. Formerly Director of Training, Bureau of Ordinance, Department of the Navy, Washington D. C., and Training Officer, Executive Office, Secretary of the Navy. Ten years with General Motors, Studebaker Corporation, Consolidated Vultee, and the Carl Norden Company as Training Officer and Supervisor.

SUMMARY

By Eugene H. Boyles, ASC, and
Allen J. Logan, F.S.

1. What is Evaluation of Training?

This is an appraisal or judgment of the value or worth of the training. We should apply judgment to the available facts and evidence for a proper evaluation. To be technically sound, evaluation should be:

- a. Valid (Validity is based on accurate, pertinent and complete evidence. The cause and effect of the evaluation should be considered.)
- b. Reliable (Methods used must produce reasonably consistent conclusions when different qualified persons consider the same evidence.)

2. What is the Purpose of Evaluation?

The immediate purpose of evaluation is to find out how well the program meets the objectives. The evaluation of training should be tailored to insure that the training is meeting the needs of both the organization and the individual. The evaluation of the training must not be tailored to justify the existence of the training activity. These principles of evaluation are also true of any management function.

3. What are Evaluation Standards?

It is necessary to establish standards. Results obtained at the Institute must be compared with these standards to determine whether or not goals and objectives were reached. Training evaluation standards should be:

- a. Relevant to the purpose or goals.
- b. Acceptable to the (1) Evaluators, (2) Trainees, and (3) Management.
- c. Definite enough to determine that the goals or objectives have or have not been reached.
- d. Reasonable and possible to accomplish.

4. What Were the Objectives of the TAM Leadership Institute?

The objectives were as follows:

- a. To improve management skills, attitudes, knowledge, and practices.
- b. To increase understanding of Department programs.
- c. To provide a nucleus of leaders for organizing and conducting one-week TAM Workshops.

5. How Should the Objectives be Evaluated?

Review and analyze each of the following:

- a. Scope and goals of the overall training program.
- b. Organization and administration of training.
- c. The training itself.
- d. The results of the training.

6. How was the Initial Evaluation Accomplished?

Trainees were formed into four work (buzz) groups. Each group was assigned the task of determining the following:

- a. How well the objectives of the Institute were accomplished.
- b. What did we personally receive from the training that we can use on the job?
- c. What are the recommendations for improving the Institute?

7. What Results were Obtained from the Buzz Groups?

Due to the time element in publishing this summary, the results cannot be included. When summarized, the recommendations will be forwarded to each TAM Institute participant. By attempting to measure or survey the attitudes and impressions of the persons in attendance at this TAM Institute, one facet of the evaluation cycle was achieved.

8. How and When will the Follow-up Evaluation be accomplished?

The final and most important phase of the evaluation process will occur about six months from now when:

- a. The trainee evaluates the results of the Institute after applying the training received and reflecting on the other benefits derived from the Institute.
- b. The trainee's supervisor evaluates the behavioral change which has occurred as a result of the training received.

FILMS REVIEWED

Title: "All I Need is a Conference" by General Electric

Time: 28 Minutes, in black and white

We are all aware that meetings are one of the best methods of pooling our knowledge and experience to solve problems. Too often, however, they squander our precious time and produce only confusion and irritation. This makes it imperative that we analyze the causes of ineffective meetings and take appropriate action to eliminate them. The film, "All I Need is a Conference," was designed to point out ways to achieve this objective by showing (1) why so many meetings fail, (2) how a trained conference leader can steer a meeting to success and (3) what a well-led meeting can accomplish. This film also points out how such a conference can produce even better and far more reaching results than the solutions of the immediate problem. Finally it demonstrates how the conference method can help individuals grow and thus make greater contributions to their organizations.

Title: Production 5118

Time: 30 Minutes, in color

Basically "Production 5118" emphasizes the fact that communication's failures, in spite of good intentions, are happening all the time and on every level of human relations. This is a picture within a picture. The actors sometimes impersonate the characters of the story and at other times discuss the roles they portray. The picture is a challenge to the individual to weigh his own ideas and opinion in relation to the viewpoints of others.

Production 5118 may be puzzling to some people, disturbing to others, but should be thought provoking to all who see it.

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Films

1. "All I Need Is A Conference"
33 minutes, black and white, sound, 16 mm
By General Electric for management training
Illustrates problem solving and how to conduct a conference
2. "1104 Sutton Road"
45 minutes, color, sound, 16 mm
By Champion Paper and Fiber Co.
Projection of self into job and life, produces satisfaction
3. "The Inner Man Steps Out"
37 minutes, black and white, sound, 16 mm
Human relations applied to management
4. "Production 5118"
35 minutes, color, sound, 16 mm
By Champion Paper and Fiber Co.
Apply the golden rule in communications and the signal will
come through
5. "Time Is Now"
35 minutes, black and white, sound, 16 mm
By Mutual Benefit Life Insurance Co.
Concerns decision-making

An index to over 8000 films including the above may be
secured from Educators Guide to Free Film, Madison,
Wisconsin. Price--\$5.00.

Group Meeting

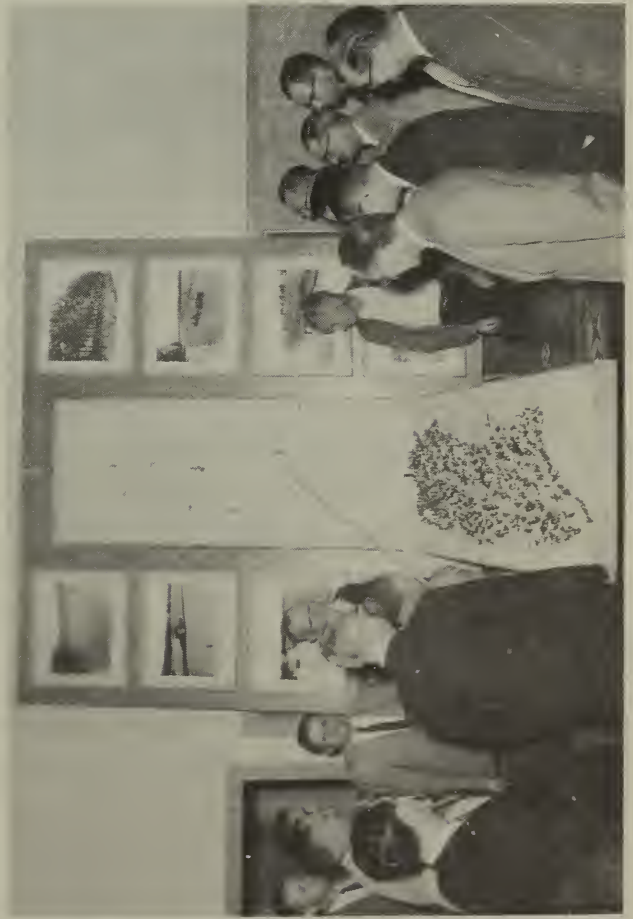




Social Hour



Brainstorming



Watershed Development -- Inter-Agency Cooperation



LIST OF TAM LEADERSHIP INSTITUTE GRADUATES

Denver - 1951; Atlanta - 1952
Kansas City - 1957; Minneapolis - 1958
Santa Barbara - 1959

<u>Agency</u>	<u>Name and Position</u>	<u>Address</u>	<u>Institute Attended</u>
<u>ALASKA</u>			
FS	Wayne Sword, Asst. to Div. of Adm. Manage- ment	Forest Service, USDA Juneau, Alaska	Kansas City
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SCS	H. G. Halverson Area Conservationist	SCS, USDA 2nd & Atlantic Ave. Thief River Falls, Minn.	Minneapolis

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ASC	Clifford J. Anderson Chief, Administrative Division	Montana State ASC Office Box 149 Bozeman, Montana	Santa Barbara
FCIC	Henry L. Anderson State Director	Federal Crop Insurance Corporation Room 414 Bank Electric Building Lewistown, Montana	Santa Barbara
FHA	Paul R. Wylie State Director	Farmers Home Admin- istration 40 E. Main Street Bozeman, Montana	Santa Barbara
FS	John S. Forsman Forester (Forest Supervisor)	U. S. Forest Service Custer National Forest Billings, Montana	Santa Barbara
FS	Victor O. Sandberg Assistant Chief Division of Personnel Management	Forest Service, USDA Missoula, Montana	Denver
FS	Thurman H. Trosper Forester	FS, USDA Bitterroot National Forest Hamilton, Montana	Kansas City

NEW MEXICO

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SCS	Ray C. McDaniel Deputy State Conservationist	SCS, USDA P. O. Box 1348 Albuquerque, N. M.	Kansas City

NORTH CAROLINA

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SCS	R. M. Dailey Deputy State Conservationist	SCS, USDA P. O. Box 5126 Raleigh, North Carolina	Kansas City

OREGON

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FES	Jean W. Scheel Assistant Director Oregon State College	Corvallis, Oregon	Santa Barbara
FS	Luther B. Burkett Employee Development Officer	U. S. Forest Service Regional Forester Box 4137 Portland 8, Oregon	Santa Barbara

SCS	Robert L. Brown Deputy State Conserva- tionist for Oregon	Soil Conservation Service 209 S. W. 5th Avenue Ross Building Portland 4, Oregon	Santa Barbara
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PENNSYLVANIA

ARS	Paul K. Knierim Regional Business Mgr. Eastern Regional Business Office	ARS, USDA 600 East Mermain Lane Philadelphia, Pa.	Atlanta
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FS	Glen R. Allison, Chief Section of Coop. Pest Control, Division of State & Private Forestry	FS, USDA, Center Bldg. 6816 Market Street Upper Darby, Pa.	Atlanta
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SCS	John L. Hull Soil Conservationist E & WP Unit	SCS, USDA 6816 Market Street Upper Darby, Pa.	Atlanta
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FS	E. M. Karger Division Chief Operation, Fire Control and Personnel Manage- ment	FS, USDA Center Building 6816 Market Street Upper Darby, Pa.	Atlanta
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FS	Ross Stump Administrative Officer Division of Operations	FS, USDA Center Building 6816 Market Street Upper Darby, Pa.	Kansas City
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SOUTH CAROLINA

SCS	George A. Meares State Administrative Officer	SCS, USDA Federal Land Bank Bldg. 1401 Hampton Street Columbia, South Carolina	Atlanta
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FHA	Joseph L. Trihey Administrative Officer	FHA, USDA Federal Land Bank Bldg. 1401 Hampton Street Columbia, South Carolina	Atlanta
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SOUTH DAKOTA

SCS	E. C. Bjorklund Deputy State Conserva- tionist	SCS, USDA P. O. Box 1357 Huron, South Dakota	Kansas City
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TEXAS

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REA	Fred J. Hartt Operations Field Representative	REA, USDA Apt. 905-B Nettleton Apartments Seattle, Washington	Denver
SCS	Victor H. Barry, Jr. Area Conservationist	Soil Conservation Service 223 Main Street Colfax, Washington	Santa Barbara

WISCONSIN

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WYOMING

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ARS	C. W. Shockley Supervisor in Charge Plant Pest Control Activities	Agricultural Research Service P. O. Box 677 Cheyenne, Wyoming	Santa Barbara
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